

# Title III Requirements

---

According to the No Child Left Behind Act of 2001 (NCLB), the SC Department of Education (SCDE) must hold LEAs that receive Title III funds accountable for meeting the Annual Measurable Achievement Objectives (AMAO) developed for English Language Learners (ELLs). The SCDE determines the AMAO status for LEAs based on three target criteria.

# Title III Requirements

---

- To meet AMAO, an LEA must achieve *ALL targets* defined by the state in all three areas.
- The AMAO targets set by the SCDE are based on the performance of ELL students on the ELDA and performance of ELL students on state administered achievement assessments (PACT/PASS & HSAP).

# **2010-2011**

## **AMAO 1 Target Criteria**

---

- **Progress toward English Language Proficiency:**

The South Carolina AMAO-making progress objective is that 21.5 percent of students in an LEA or a consortium of LEAs will make progress as defined by increasing their ELDA composite score one level each year. Consortia data for this calculation are combined.

---

# **2010-2011**

## **AMAO 2 Target Criteria**

---

- **Attaining English Language Proficiency:**

The South Carolina AMAO-proficiency objective is that 1.5 percent of students attain proficiency (currently composite score of 5 on ELDA) each year in each LEA and/or consortium. Consortia data for this calculation are combined.

---

# AMAO 1 and 2 Targets

(2011-2014 pending USED approval)

<b>English Language Proficiency Annual Targets</b>	<b><u>AMAO 1</u> Progress in Acquiring English Language Proficiency</b>	<b><u>AMAO 2</u> Attaining English Language Proficiency</b>
2008–09 School Year	20%	0.5%
2009–10 School Year	21%	1%
2010–11 School Year	21.5%	1.5%
2011-12 School Year	22%	2%
2012-13 School Year	22.5%	2.5%
2013-14 School Year	23%	3%

# AMAO 3 Target Criteria

---

- **Adequate Yearly Progress (AYP):**

Title III LEAs must make AYP for LEP students. The consortium data for AYP is not combined.

<http://ed.sc.gov/data/ayp/>

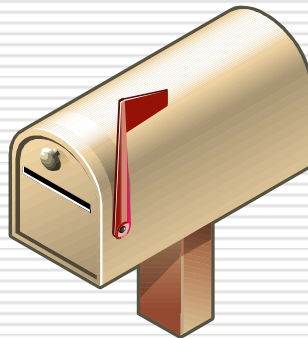
---

# Title III Requirements

---

- Notify parents of English Language Learners (ELLs) that the LEA did not meet Title III Annual Measurable Achievement Objectives (AMAO).

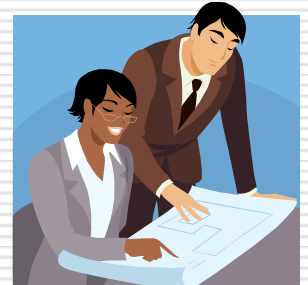
**(Year 1, 2, 3, 4)**



# Title III Requirements

---

- LEAs that did not meet their AMAO for two consecutive years are required to develop an improvement plan which will ensure that the LEA meets AMAO in the future.





# Title III Requirements

**LEAs that did not meet AMAO for four consecutive years, the state educational agency shall:**

---

- require such entity to modify the entity's curriculum, program, and method of instruction; or
  - make a determination whether the entity shall continue to receive funds related to the entity's failure to meet such objectives; **and** require such entity to replace educational personnel relevant to the entity's failure to meet such objectives.
-

# Characteristics of Effective District LEP Programs

- Strong and actively involved leadership.
- Supportive district-wide climate.
- Strong effort is made to hire highly qualified teachers trained or endorsed in ESL.
- Customized learning environments at each school site.
- Collaboration and common goals between schools.
- Systematic student assessment across the district.
- Specific and appropriate professional development for *all* teachers who work with LEP/ELL students.
- Parental Involvement goes beyond the “informative level.”

# **Characteristics of Effective School LEP Programs**

- Culturally responsive school climate.
- Shared sense of responsibility for LEP student success.
- Developmentally appropriate and challenging curriculum.
- High expectations for LEP students.
- Clustering Students in classrooms

# **Characteristics of Effective School LEP Programs**

- Instruction builds on LEP students' prior knowledge and experiences.
- Instructional strategies that enhance understanding.
- Integration of content teaching with English language teaching.
- Valid and appropriate assessments that take into account the language acquisition stages and cultural backgrounds of LEP students.

# **Title III/ESOL District Improvement**

Any type of improvement plan or restructuring should be seen as an opportunity for an LEA to thoroughly evaluate their programs and assess what steps need to be taken, or changes that need to be made, so that the LEA is able to better serve the LEP population!



# TITLE III/LEP District Improvement Plan

---



---

[Title III District Improvement Plan](#)

[Title III LEA Application](#)

# **Section I. Description of Programs and Initiatives**

- How activities will ensure that LEP children develop English proficiency
- scientifically-based research
- Effectiveness of the programs in increasing
  - \* English proficiency
  - \* Academic achievement
  - \* Enable children to speak, read, write, listen, and comprehend the English language

# Professional Development

**Provides high-quality professional development to all school personnel that is:**

- \* designed to improve instruction and assessment of LEP students.
- \* designed to help teachers understand and use curricula, assessment measures, and instruction strategies for LEP students
- \* based on scientifically-based research
- \* of sufficient intensity and duration



# Professional Development

---

- ESOL ITV Programs



- PD by Title III Staff
-

# **Section II — The LEA Plan**

- How will LEA promote parental and community participation in LEP programs?
- How will funding aid in LEA meeting AMAO?

# Program Evaluation

---

- How has the district evaluated the effectiveness of their ESOL program?

**What's working?**

**What's not working?**

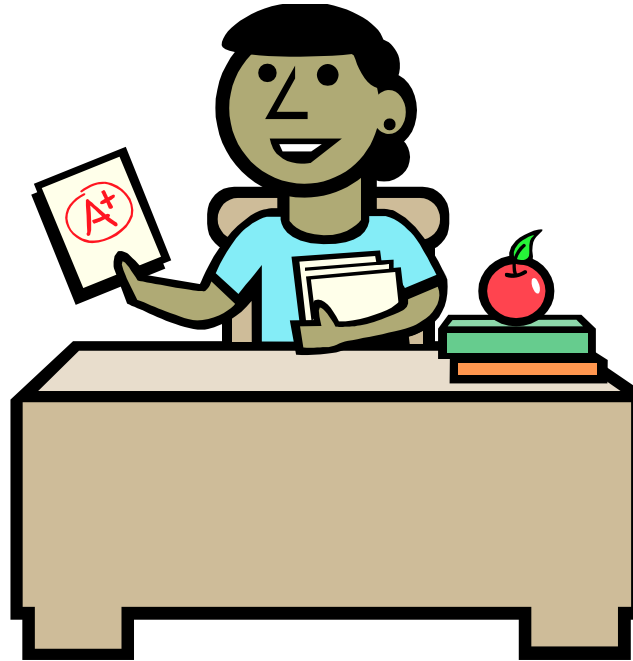


# Title III Monitoring Visits

---

- Collaboration between ESOL and Mainstream Teachers
- Mainstream teachers accommodating ELLs in the mainstream classroom
- ESOL instruction should reinforce the same standards and content that ESOL students are learning in their mainstream classrooms.

# ELDA PLDs and SC Academic Standards for ELA Correlation Document



[ELA Standards](#)

[Common Core Standards](#)

# SC S3 for ELLs



# Title III Monitoring Visits

---

- K-1 students and students with ELDA scores of 3, 4, and 5 may not need to be served by ESOL teacher/paraprofessionals if they are performing well in their regular education classrooms.
- ESOL Students should only be pulled out of mainstream classroom instruction if they are receiving more instruction in English than what they would receive in their mainstream classroom.

# Program Evaluation

---

- How did the district use the [English Learner Program Assessment \(ELPA\)](#), data from ELDA, PACT/PASS, HSAP, MAP, EOCEP, other assessments, and other data collected at the district level and school level by program administrators, teachers, principals, etc. to effectively evaluate programs and services?
-



# Program Evaluation

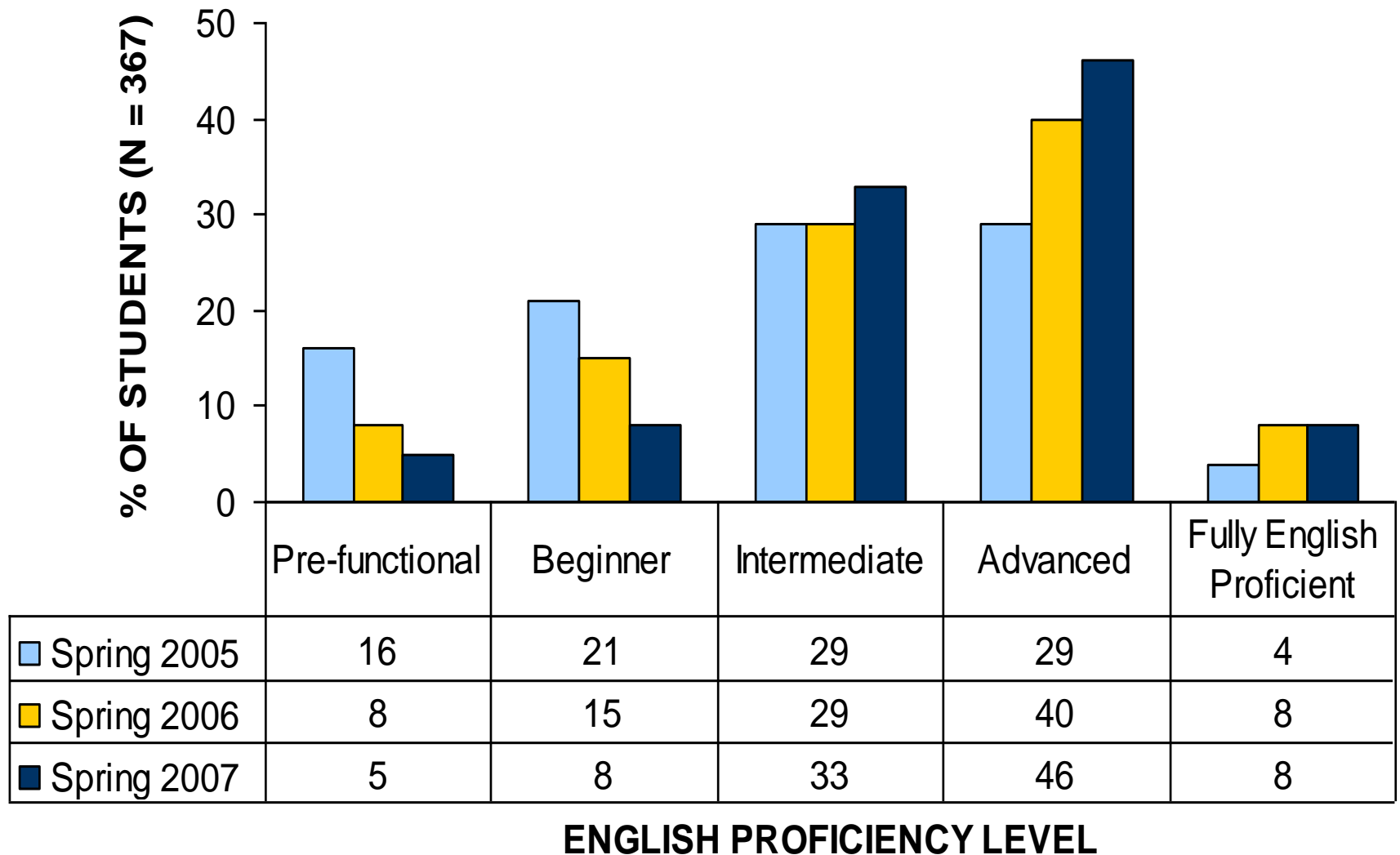
---

- How the LEA collected on-going formative and summative assessment data?
  - How that data was utilized to evaluate the effectiveness of ESOL programming?
  - How the LEA will address/fix any areas the program evaluation identified as not being effective?
-

**English Learner Program Assessment (ELPA)  
(Sample)**

<b><i>Prior Year ELDA Improvement (Composite Score Change)</i></b>	<b><i>Number of Students in Prior Year</i></b>	<b><i>% of Students in Prior Year</i></b>	<b><i>Number of Students Most Recent Year</i></b>	<b><i>% of Students Most Recent Year</i></b>	<b><i>State Average Percent of Students</i></b>
	Improvement from 2006-2007		Improvement from 2007-2008		2007-2008
Made Progress	159	33.8%	188	40%	37.2%
Stayed the Same	262	55.6%	200	42.4%	44%
Regressed	50	10.6%	83	17.6%	18.8%

**Figure 1. LEA Student English Proficiency Progress – 2005 to 2007  
(Sample)**



# Spring 2007 ELA PACT Performance for ESOL students in LEA & South Carolina (Sample)

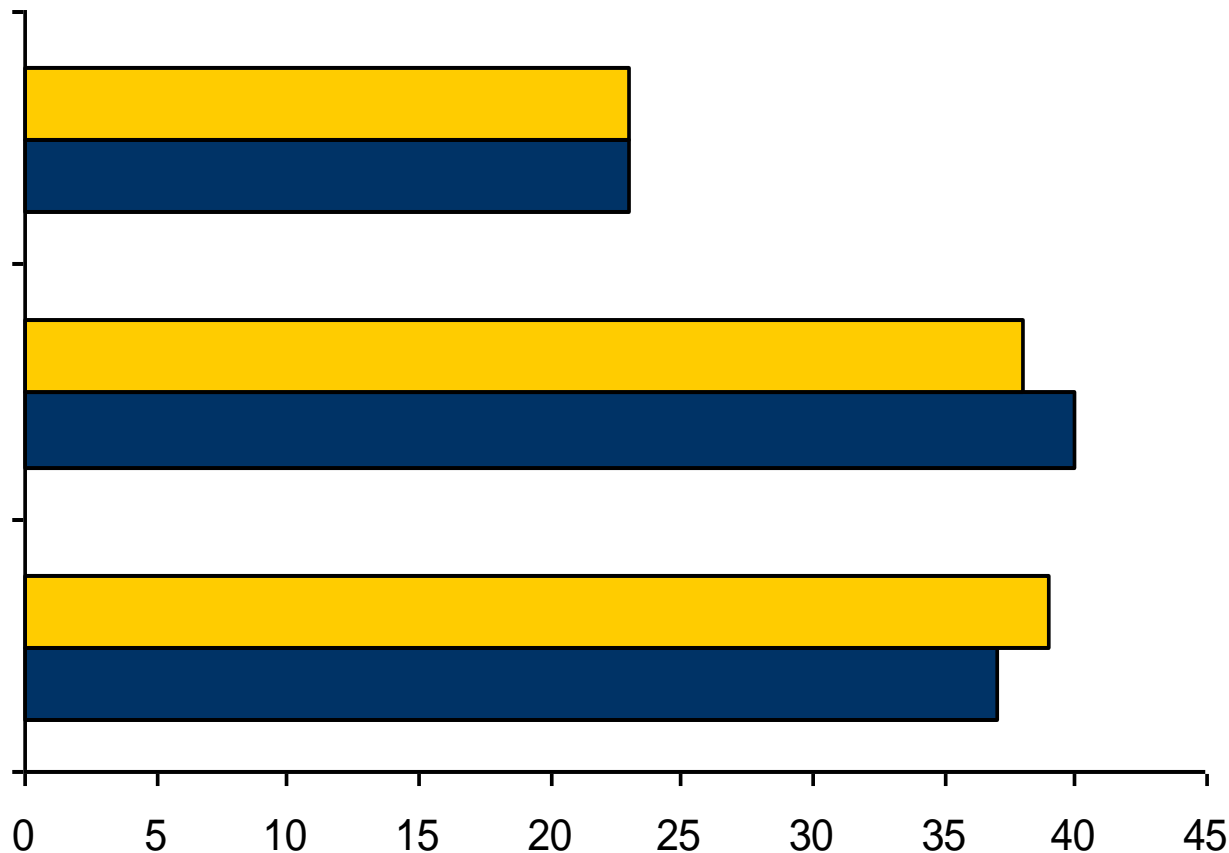
■ State ■ District

PACT ELA Performance Level

Proficient/Advanced

Basic

Below Basic



Percent of Students

# Accountability for AMAO

How does the district hold schools receiving funds accountable for:

- \* Meeting AMAO
- \* Making AYP
- \* Annually measuring English proficiency

# Program Evaluation

- Describe how your district will change and/or improve its program evaluation process.
- Describe how your district will address/fix any areas the program evaluation identifies as not being effective.

# Technical Assistance



# Title III/LEP AMAOs

## Questions?

Catherine Neff

[cneff@ed.sc.gov](mailto:cneff@ed.sc.gov)

803-734-2880

Jennifer Clytus

[jclytus@ed.sc.gov](mailto:jclytus@ed.sc.gov)

803-734-8306